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## ABSTRACT

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the secondary school clerical aide occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Seven duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety--hazard; and on the second page; science; math--number systems; and communications (performance modes, examples, and skills and concepts). The duties include: performing office functions; operating office counselor, attendance officer, media specialist, and school nurse. (BP)

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# SECONDARY SCHOOL CLERICAL AIDE

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Instructional Materials Laboratory  
Trade and Industrial Education  
The Ohio State University

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# **AN ANALYSIS OF THE SECONDARY SCHOOL CLERICAL AIDE OCCUPATION**

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The Ohio State University

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## FOREWORD

The occupational analysis project was conducted by The Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University in conjunction with the State Department of Education, Division of Vocational Education pursuant to a grant from the U.S. Office of Education.

The Occupational Analysis project was proposed and conducted to train vocational educators in the techniques of making a comprehensive occupational analysis. Instructors were selected from Agriculture, Business, Distributive, Home Economics and Trade and Industrial Education to gain experience in developing analysis documents for sixty-one different occupations. Representatives from Business, Industry, Medicine, and Education were involved with the vocational instructors in conducting the analysis process.

The project was conducted in three phases. Phase one involved the planning and development of the project strategies. The analysis process was based on sound principles of learning and behavior. Phase two was the identification, selection and orientation of all participants. The training and workshop sessions constituted the third phase. Two-week workshops were held during which teams of vocational instructors conducted an analysis of the occupations in which they had employment experience. The instructors were assisted by both occupational consultants and subject matter specialists.

The project resulted in producing one hundred two trained vocational instructors capable of conducting and assisting in a comprehensive analysis of various occupations. Occupational analysis data were generated for sixty-one occupations. The analysis included a statement of the various tasks performed in each occupation. For each task the following items were identified: tools and equipment; procedural knowledge; safety knowledge; concepts and skills of mathematics, science and communication needed for successful performance in the occupation. The analysis data provided a basis for generating instructional materials, course outlines, student performance objectives, criterion measures as well as identifying specific supporting skills and knowledge in the academic subject areas.

## PREFACE

There is no clear-cut definition of the role of a teacher's aide. It is realized that the role varies from school to school and system to system.

This analysis is intended to analyze the duties and tasks of a teacher's aide. It by no means includes all tasks performed by an aide; nor does it mean that the tasks listed herein must be performed by an aide. It is believed, though, that a person who is able to carry out some of these tasks and has the ability to relate well with people, especially young people, would qualify for this occupation.

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Typist

### **Job Description**

The secondary clerical teacher's aide's duties are primarily two-fold: (1) to perform a variety of clerical duties in the various subject area departments, such as the social studies department; or school services offices, such as the attendance office, (2) to assist the teacher with non-professional duties such as recording grades. Since the clerical aspect of the aide's duties is vast, it is essential that a person considering this occupation seeks clerical training, if it is not already a part of his/her background.

## **Duty A Performing Office Functions**

- 1 Answer the telephone**
- 2 Type and correct spirit master**
- 3 Type and correct stencil**
- 4 Type forms such as registrations, certificates and schedules**
- 5 Type school reports, special events programs (sports, music, plays, etc.)**
- 6 Proofread correspondence**
- 7 Assist in update schools records such as student schedules**
- 8 Assist in distributing school materials such as textbooks**

//

(TASK STATEMENT) ANSWER THE TELEPHONE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
<p>Standard office set-up desk, chair, waiting room, list of visitors expected, telephone, type- writer and supplies, pens, papers Company phone directory Local phone books Out-of-town phone books Personal telephone list</p>	<p>Answer phone Screen unwanted calls Direct calls to correct person Take phone messages &amp; relay them Transfer calls Keep callers on 'hold,' informed Soothe irate callers</p>	
<p><u>DECISIONS</u>  Determine to whom to direct the call Determine if call should be screened</p>	<p><u>CUES</u>  Purpose of call Employee instructions</p>	<p><u>ERRORS</u>  Routing call to wrong person Not getting names correctly Transposing phone numbers Failing to relay messages Cutting callers off</p>

(TASK STATEMENT) ANSWER THE TELEPHONE		
SCIENCE	MATH - NUMBER SYSTEMS	
Make a caller feel important [ego] Be a good listener [concern] Tactfully handle irate callers [frustration]	Company extension system Understanding telephone electronics	
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Speaking  Writing  Reading	Generating warmth through voice  Legibly & accurately write messages  Use company directory	Appropriate diction, clarity of expression, usage  Penmanship, spelling, appropriate diction, logic  Comprehension, detail/inference, definition, terminology

# **TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON**

Knife  
Floral shears  
Bud vase  
Line  
Form

## **PERFORMANCE KNOWLEDGE**

Gather items used to design vase  
Choose vertical design  
Insert flower and foliage into vase  
See that principles and elements of design are included  
Consider psychological factors  
Calculate and complete billing invoice  
Tag for packaging

## **SAFETY -- HAZARD**

"K" AND "L" (See Appendix)

### **DECISIONS**

Choose a basic design  
Select a container  
Select flowers and foliages  
Decide on height and quality as to price

### **CUES**

Consideration of customer instructions  
Availability of each item

### **ERRORS**

Poor design  
Not pleasing to customer  
Not worth the price in size and/or quality

## **SCIENCE**

Principles: design, balance, scale, harmony, focal point, accent, rhythm, repetition, and unity  
Elements of line, form, pattern, texture, color, odor, and space  
Psychological factors: sickness, birth, holidays and special occasions, sex, age, hobbies

## **MATH -- NUMBER SYSTEMS**

Basic arithmetic skills  
Addition, subtraction, multiplication and division of whole numbers  
Reduction of fractions  
Addition, subtraction, multiplication and division of proper and improper fractions  
Changing mixed numbers to improper fractions  
Addition, subtraction, multiplication and division of decimal fractions  
Rounding off decimals and whole numbers  
Changing percents to fractions and fractions to percents  
Finding a percent of a number and what percent one number is of another

## **COMMUNICATIONS**

Reading comprehension  
Talk with salesperson  
Responsibility to customer's needs  
Original order

(TASK STATEMENT) TYPE AND CORRECT SPIRIT MASTER

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Typewriter Ditto master Razor blade</p>	<p>Obtain and organize supplies Remove cushion sheet from master Insert in typewriter Determine starting line and margins and type Correct errors by scratching off on reverse side of master with razor blade Proofread before removing from machine</p>	<p>Do not touch inside of master Handle razor blade with care - cutting finger with blade</p>
<p><u>DECISIONS</u>  Determine placement Determine appearance</p>	<p><u>CUES</u>  Too light Hole in paper Image on master is reversed</p>	<p><u>ERRORS</u>  Typing on wrong side of master Leaving cushion sheet inside master Typing pressure too light or too heavy</p>

**(TASK STATEMENT) TYPE AND CORRECT SPIRIT MASTER**

<b>SCIENCE</b>		<b>MATH — NUMBER SYSTEMS</b>
Behavioral Science General terminology-accuracy cooperation motor skills		Use of numbers (without calculation) Counting Ordering
<b>COMMUNICATIONS</b>		
<u>PERFORMANCE MODES</u>  Reading Viewing	<u>EXAMPLES</u>  Procedure for making ditto master Proofreading, organizing materials, typing on wrong side of ditto master	<u>SKILLS/CONCEPTS</u>  Instructions, terminology Visual analysis, logic, color discrimination



(TASK STATEMENT) TYPE AND CORRECT STENCIL.

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Typewriter Stencil Correction fluid Stencil cushion sheet</p>	<p>Obtain and organize supplies Assemble stencil pack Check position of typewriter ribbon Insert into typewriter Determine margins &amp; starting line Correct errors by covering the error with correction fluid, letting dry, and retyping Proofread before removing stencil from typewriter</p>	<p>Safety Keep the stencil pack intact until it is ready to run Handle correction fluid with care</p> <p>Hazards Inhaling correction fluid, breakage, spillage, staining</p>
<p><u>DECISIONS</u></p> <p>Determine placement Determine appearance</p>	<p><u>CUES</u></p> <p>Too light Hole in paper Master tears Strikeover</p>	<p><u>ERRORS</u></p> <p>Typing not consistently firm Pressure too high Applying correction fluid to wrong part of stencil pack Not giving correction fluid ample drying time Typing outside of stencil's side and top and bottom boundaries</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral Science General Terminology - accuracy, competency motor skills</p>	<p>Use of numbers (without calculation) Counting Ordering Fundamental operations (calculation) Addition algorithm Subtraction algorithm Multiplication algorithm</p>
COMMUNICATIONS	
PERFORMANCE MODES	EXAMPLES
<p>Reading  Viewing</p>	<p>Procedure for assembling &amp; cutting stencil  Proofread Organization of materials Identify starting, stopping &amp; center- ing points</p>
SKILLS/CONCEPTS	
<p>Instructions, terminology  Visual analysis, logic, recognition of symbols, codes etc.</p>	

(TASK STATEMENT)

TYPE FORMS SUCH AS REGISTRATIONS, CERTIFICATES AND SCHEDULES

TOOLS, EQUIPMENT, MATERIALS,  
OBJECTS ACTED UPON

Typing forms  
Correcting eraser, fluid or paper  
Carbon paper  
Typewriter  
Electrical outlet (if an electric typewriter)

PERFORMANCE KNOWLEDGE

Analyze copy to be typed  
Assemble materials  
Set up margins  
Insert form  
Type, making typing corrections  
Proofread  
Make additional corrections  
Remove copy from machine

SAFETY -- HAZARD

Safety  
Replace worn typewriter cords and plugs  
Turn machines off when not in use  
  
Hazard  
Electrical shock-Fire  
A fall resulting in injury-damaged equipment

DECISIONS

Determine placement  
Determine number of copies  
Determine appearance

CUES

Blank spaces  
Too high or too low  
Typing errors  
Torn or smeared copy  
Use of forms

ERRORS

Placement  
Completeness - correctness  
Carbon pack improperly inserted

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral Science</p> <p>Professionalism - trust, confidentiality, cooperation, integrity, adaptability</p> <p>General terminology - accuracy, aptitude, competency, responsibility, motor skills</p>	<p>Use of numbers (without calculation)</p> <p>Fundamental operations (calculation)</p> <p>Measurement: non-geometric</p> <p>Time/calendar</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Speaking</p> <p>Reading</p> <p>Listening</p> <p>Viewing</p>	<p><u>EXAMPLES</u></p> <p>Asking what is to be done</p> <p>Supervisor's written instructions</p> <p>Supervisor's oral instructions</p> <p>Proofreading</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Terminology, enunciation, clarity of expression</p> <p>Instructions, comprehension, terminology, detail/inference</p> <p>Auditory discrimination, concentration</p> <p>logic, note taking</p> <p>Recognition of symbols, codes, emblems</p>

(TASK STATEMENT) TYPE SCHOOL REPORTS, SPECIAL EVENTS PROGRAMS (SPORTS, MUSIC, PLAYS, ETC.)

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Typing paper Eraser Typewriter Copy to be typed Electrical outlet (if an electric type- writer) Reproduction materials (ditto master, stencil, carbon paper etc.) Correcting medium for reproduction materials</p>	<p>Analyze copy to be typed Make special notations Set up margins Type rough draft Make corrections, additions &amp; deletions to rough draft Insert final copy Make any necessary margin readjustments Type final copy</p>	<p>Safety Handling correcting mediums (razor blades, knives, correction fluids) with care Turn typewriters off when not in use Replace worn typewriter cords and plugs Hazards Cuts, breakage, electrical shock</p>
<p><u>DECISIONS</u></p> <p>Determine layout, time to spend on this layout <b>Determine which kind of reproduction</b> is most suitable</p>	<p><u>CUES</u></p> <p>Running out of room on page The purpose which the special events program is to serve Number of reproduced copies needed Torn, smudged, or unclear copy School policy on previously produced reports or programs</p>	<p><u>ERRORS</u></p> <p>Omissions Spacing Placement Skipping a line</p>

SCIENCE	MATH - NUMBER SYSTEMS
Behavioral Science Professionalism - trust, confidentiality, cooperation, integrity, adaptability General terminology - accuracy, aptitude, competency, face-to-face contact, motor skills	Use of numbers (without calculation) Fundamental operations (calculation) Addition algorithm Subtraction algorithm Multiplication algorithm Division algorithm
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
Speaking Reading Listening Viewing	Asking what is to be done Supervisor's written instructions Supervisor's oral instructions Proofreading
<u>SKILLS/CONCEPTS</u>	
Terminology, enunciation, clarity of expression Instructions, comprehension, terminology, detail/inference Auditory discrimination, concentration logic, note taking Recognition of symbols, codes, emblems	

(TASK STATEMENT) PROOFREAD CORRESPONDENCE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Document to be proofread Dictionary Technical reference Reference manual</p>	<p>Obtain document to be proofread Check document for accuracy in: spelling, punctuation, syntax, word choice, omissions, trans- position, format, strikeouts, poor corrections Check for clean, clear copy Approve for distribution or reassign work</p>	
<p><u>DECISIONS</u>  Implied application of proof- reading techniques</p>	<p><u>CUES</u>  Apparent discrepancies</p>	<p><u>ERRORS</u>  Error-ridden copy Incorrect information (possibly) Poor communication</p>

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(TASK STATEMENT) ASSIST IN UPDATE SCHOOL RECORDS SUCH AS STUDENT SCHEDULES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Student schedules Marking pen or pencil Data to be recorded Stapler</p>	<p>Gather materials Pull data to be updated from files Organize material Transfer data from or add source documents to file Replace files</p>	
<p><u>DECISIONS</u></p> <p>Determine what material is to be re-corded Determine how it is going to be re-corded Determine where it is going to be re-corded</p>	<p><u>CUES</u></p> <p>Previously misplaced materials Illegability</p>	<p><u>ERRORS</u></p> <p>Material recorded in wrong place Lost data or files Material omitted</p>

SCIENCE	MATH - NUMBER SYSTEMS
Behavioral Science Professionalism - trust, confidentiality, cooperation General terminology - accuracy, competency, responsibility	Use of numbers (without calculation) Counting Ordering Indexing Recording
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>  Reading Writing  Viewing	<u>EXAMPLES</u>  Placing grade on grade sheet Filling in student schedule  Checking completed copy Repetitious fill-in data Abbreviations
	<u>SKILLS/CONCEPTS</u>  Comprehension, terminology Penmanship, spelling, description, terminology, clarity of expression, usage Visual analysis, memory, recognition of symbols, codes, etc.

(TASK STATEMENT) ASSIST IN DISTRIBUTING SCHOOL MATERIALS SUCH AS TEXTBOOKS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Textbooks Cart Pencil or pen Textbook receipt form</p>	<p>Count number of books needed Load into cart Deliver to register Fill out textbook receipt form</p>	<p>Safety Do not stack books too high Do not try to carry too many</p> <p>Hazard Injury from weight of fallen books Injury from improper lifting</p>
<p><u>DECISIONS</u></p> <p>Determine how to transport the books Check conditions of books</p>	<p><u>CUES</u></p> <p>Number of books Broken binding Ripped or torn pages</p>	<p><u>ERRORS</u></p> <p>Lost books Repairs not made Books out of circulation</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Simple machines used to gain mechanical advantage Work input, work output, friction &amp; efficiency in simple machines Behavioral Science Professionalism - trust, cooperation, changing personal and situational variables General terminology - accuracy, competency, face-to-face contact, responsibility</p>	<p>Use of numbers Fundamental operations Addition algorithm Subtraction algorithm</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<p>Speaking Listening Viewing Reading</p>	<p>Asking what is to be done Oral directions from supervisor Estimating supply Elimination of books in poor condition Written instructions from superior</p>
<p><u>SKILLS/CONCEPTS</u> Terminology, clarity of expression, enunciation, usage Concentration, word definition, logic Visual analysis Discrimination Comprehension, instructions</p>	

Duty C

Delivering and Servicing

- 1 Maintain delivery area and delivery vehicle
- 2 Make deliveries

**Duty B Operating Office Equipment**

- 1 Type letters
- 2 Operate reproducing machines
- 3 Operate an electronic calculator
- 4 Cut paper on paper cutter
- 5 Operate paper punch

(TASK STATEMENT) TYPE LETTERS

TOOLS, EQUIPMENT, MATERIALS,  
OBJECTS ACTED UPON

Typewriter, composer, varityper or  
teletype  
Resource books  
Dictionary  
Belt record or tape  
Ear phones  
Foot control  
Transcribing unit  
Indicator slip

PERFORMANCE KNOWLEDGE

Obtain instructions for task  
Prepare machine for use:  
set ribbon control, set margins,  
set tabs, clear type face, set  
pressure control, set touch control  
set copy indicator  
Assemble supplies  
Type letters  
Correct errors  
Proofread paper  
Correct any other errors

SAFETY - HAZARD

Safety  
Keep electrical cords out of walk-  
ways  
Check to be sure cord has no exposed  
wires  
  
Hazard  
A fall resulting in injury - damaged  
equipment  
Electrical shock - fire

DECISIONS

Determine format of letter  
Determine type of copies desired  
Determine which machine is most  
suitable

CUES

Unclear copy  
Smudged copy  
Torn copy  
Proposed use  
Number of copies needed  
Company policy on format

ERRORS

Poor correspondence quality

SCIENCE	MATH - NUMBER SYSTEMS
Physical Science Manual dexterity  Behavioral Science Proficiency Flexibility	Addition and subtraction of whole numbers [to find average for centering] Multiplication and division with whole numbers [convert inches to spaces] Measures of length [linear measurement - typing paper] Locate by approximation rational numbers and integers on the number line [sequential ordering for pressure controls of page numbers] Given a coding system, recognize and identify each unit involved by assigning necessary symbols, numerical or literal [recognize different weights of typing paper (20 and 24 pound paper), carbon paper and second sheets], [identify math symbols on typewriter keyboard]
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>  Reading  Listening	<u>EXAMPLES</u>  Directions for accuracy  Verbal instructions for classification
	<u>SKILLS/CONCEPTS</u>  Spelling, punctuation, syntax, vocabulary choice



(TASK STATEMENT) OPERATE REPRODUCING MACHINES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Reproducing machine A supply of whatever kind of paper needed for that particular machine Master to be duplicated Copying fluid or ink Appropriate electrical outlet Machines operating instructions Written instructions</p>	<p>Check fluid supply Check paper supply Put master on machine Select number of copies desired Turn machine on Run desired number of copies Turn machine off Remove master and copies Restore machine to original condition</p>	<p>Safety Shut off to avoid overheating Keep hands away from motion of drum Avoid prolonged contact of copying fluid with skin Avoid spillage  Hazards Injury, death, electrical shock - deterioration of fabric</p>
<p><u>DECISIONS</u>  Determine number of copies Determine placement Determine readability Determine kind of paper</p>	<p><u>CUES</u>  Too high or too low Lightness or darkness Paper jamming Indicator lights No copy being produced</p>	<p><u>ERRORS</u>  Wrong paper Incorrect placement of master Incorrect loading Run wrong amount of copies Insufficient fluid supply</p>

SCIENCE	MATH - NUMBER SYSTEMS
Behavioral Sciences Accuracy, competency, measurement, neatness	Use of numbers (without calculation) Counting
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
Reading Listening Viewing Smelling Touching	Supervisor's instructions or machine's manual Machine malfunction Color of ink Warning lights Machine overheating Determine overheating
<u>SKILLS/CONCEPTS</u>	
Comprehension, terminology, instructions, description Auditory discrimination Visual analysis, color discrimination, recognition of symbols, codes, emblems Discrimination Discrimination	

(TASK STATEMENT) OPERATE AN ELECTRONIC CALCULATOR

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Calculator Electrical outlet Machine manual If machine is a listing machine, a paper tape is needed</p>	<p>Plug machine in Turn machine on Organize data to be fed into machine Refer to machines manual, if uncertain how to operate machine Do problems Check accuracy, possibly by repeating problems a second time Turn machine off</p>	<p>Safety Keep cords out of walkways Turn machines off when not in use Replace worn cords and plugs  Hazards Machine jamming Overheating Shock</p>
<p><u>DECISIONS</u>  Determine kind of operation needed to be performed Determine whether to repeat problem Determine decimal points</p>	<p><u>CUES</u>  Overflow light Total does not balance Common sense</p>	<p><u>ERRORS</u>  Feeding the wrong numbers into machine Depressing wrong function key Omitting a step of operation</p>

## SCIENCE

## Behavioral Concepts

Concentration, mental alertness, manipulation, operational, pattern identification, validity

## MATH - NUMBER SYSTEMS

## Use of numbers (without calculation)

Coding

Recording

## Basic arithmetic skills and concepts

Reduction of fractions, changing mixed numbers to improper fractions, changing percents to fractions and fractions to percents, finding a percent of a number and what percent one number is of another, changing fractions to decimal and decimals to fractions, ratio and proportion

Estimation

Property of comparison - inequality/greater than/less than

## COMMUNICATIONS

PERFORMANCE MODES

Viewing

Reading

Touching

EXAMPLES

Manipulation of machine

Use machines manual

Using keyboard

SKILLS/CONCEPTS

Recognition of symbols, memory, logic  
Comprehension, terminology,  
instructions

Discrimination

(TASK STATEMENT) CUT PAPER ON PAPER CUTTER

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Paper Paper cutter Work table</p>	<p>Lay paper on bed of paper cutter a few sheets at a time Check evenness Pull lever upward and then downwards with a firm motion while holding paper in position Leave handle in 'down' position</p>	<p>Safety Keep fingers clear of cutting blade Leave handle in 'down' position when not in use Keep handle inside its hook when not in use  Hazards Injury from cut, loss of digits</p>

<u>DECISIONS</u>	<u>CUES</u>	<u>ERRORS</u>
<p>Determine size desired Determine straightness Determine quantity</p>	<p>Not enough pressure being applied to cutting arm Paper edges ragged and torn</p>	<p>Cutting crooked Wrong size Too much paper under cutter at once</p>

SCIENCE		MATH - NUMBER SYSTEMS
Behavioral Sciences General terminology - attention, motor skills, carefulness	Use of numbers (without calculation) Counting Visual approximation of measurement	
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>  Viewing	<u>EXAMPLES</u>  Cutting to correct size	<u>SKILLS/CONCEPTS</u>  Visual analysis

(TASK STATEMENT) OPERATE PAPER PUNCH

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Paper Paper punch</p>	<p>Adjust the punch for proper placement of punched holes Insert paper firmly against punch Press down on punch Remove paper from punch</p>	<p>Safety Keep fingers out of paper punch  Hazard Getting fingers pinched</p>
<p><u>DECISIONS</u>  Determine how many holes and where to punch them</p>	<p><u>CUES</u>  Paper will not fit into binder properly</p>	<p><u>ERRORS</u>  Punching too many or too few holes Punching in the wrong place Not fitting paper tightly into punch</p>

(TASK STATEMENT) OPERATE PAPER PUNCH		
SCIENCE	MATH - NUMBER SYSTEMS	
Behavioral Science General terminology - accuracy, cooperation, responsibility	Use of numbers (without calculation) Counting Measurement: geometric Linear - inches	
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Viewing	Set punches in correct position	Visual analysis



**Duty C Assisting the Teacher in Non-professional Tasks**

- 1 Organize materials and equipment for use
- 2 Aid the students in carrying out instructions given by the teacher
- 3 Keep the room in order
- 4 Report a discipline problem
- 5 Make out hall passes, excuses, permits, etc.

(TASK STATEMENT: ORGANIZE MATERIALS AND EQUIPMENT FOR USE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Tools &amp; equipment peculiar to the room in which the classroom activity is performed .</p>	<p>Find out what preparation is needed for class Obtain materials Perform whatever preparatory functions are necessary Distribute materials Return such materials as necessary to storage Clean up</p>	<p>Safety Handle breakables with care Awareness of spoilage factor Awareness of wasting materials</p> <p>Hazard Breakage, spoilage, illness, injury</p>
<p><u>DECISIONS</u></p> <p>Determine the teacher needs Determine the quantity of materials needed to be prepared</p>	<p><u>CUES</u></p> <p>Allocation of class time Subject matter being taught by teacher Availability of inventoried materials Class size</p>	<p><u>ERRORS</u></p> <p>Insufficient supply for day's activities Teacher dissatisfaction Preparation of wrong materials</p>

SCIENCE	MATH -- NUMBER SYSTEMS
<p>Behavioral Science Professionalism - cooperation, integrity General Terminology - accuracy, competency</p>	<p>Use of numbers (without calculation) Counting Ordering Indexing Recording</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Speaking Reading Listening Viewing Touching</p>	<p><u>EXAMPLES</u></p> <p>Asking what is to be done Directions on item to be prepared (mixing paint) Instructor telling what to do</p> <p>Checking over facilities for completeness of task Mixing clay</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Terminology, clarity of expression Comprehension, definition, terminology Auditory discrimination, recognize opinions, logic, concentration Visual analysis, recognition of symbols, codes, emblems Discrimination - consistency</p>

(TASK STATEMENT) AID THE STUDENTS IN CARRYING OUT INSTRUCTIONS GIVEN BY THE TEACHER

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Materials and projects peculiar to that particular day's classroom activities</p>	<p>Observe teacher as students are given instructions Be on hand if asked to give individual aid Try to demonstrate just as teacher did</p>	
<p><u>DECISIONS</u></p> <p>Determine at what point the student needs help Determine how much help should be given</p>	<p><u>CUES</u></p> <p>Student's facial expressions Summons by student Summons by teacher</p>	<p><u>ERRORS</u></p> <p>Improper student direction Teacher dissatisfaction/irritation Student antagonization/irritation</p>

SCIENCE

Behavioral Sciences  
Awareness, accurate behavioral clues, cooperation,  
motor skills, observation

MATH - NUMBER SYSTEMS

Use of numbers (without calculation)  
Counting  
Recording  
Ordering

COMMUNICATIONS

PERFORMANCE MODES

Listening  
Viewing

EXAMPLES

Teacher giving instructions  
Teacher demonstrating sewing  
techniques

SKILLS/CONCEPTS

Concentration, logic  
Visual analysis, memory, describing,  
logic, color discrimination,  
recognition of symbols, codes

(TASK STATEMENT) KEEP THE ROOM IN ORDER

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Cleaning compounds Mop, broom, dust pan Bucket Cleaning cloths Trash can</p>	<p>Check with teacher as to what is to be done Prepare room for cleaning Clean the room Seek teacher's approval Remove cleaning articles Scan room for anything left undone</p>	<p>Safety Do not mix cleaning compounds Disconnect electrical cords and avoid contact with water Use rubber gloves  Hazards Injury, electrical shock, inhaling fumes</p>
<u>DECISIONS</u>	<u>CUES</u>	<u>ERRORS</u>
<p>Select methods of cleaning Select best time for cleaning</p>	<p>Clutter accumulating/dust/spillage</p>	<p>Leaving water on floor or work area, leaving cleaning supplies in room</p>

SCIENCE		MATH -- NUMBER SYSTEMS
Behavioral Sciences Attention, awareness, competency, cooperation	Use of numbers (without calculation) Counting Ordering Recording	
COMMUNICATIONS		
<u>PERFORMANCE MODES</u> Speaking Listening Viewing	<u>EXAMPLES</u> Asking about Receiving orders from teacher Scan room	<u>SKILLS/CONCEPTS</u> Enunciation, clarity of expression, usage Discrimination, concentration, logic Visual analysis

(TASK STATEMENT) REPORT A DISCIPLINE PROBLEM

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
	<p>Observe student misbehaving Try to identify Go to proper authorities Report incident</p>	<p>Hazard Chaos, mass fighting, injuries</p>
<p><u>DECISIONS</u></p> <p>Determine if situation warrants attention by staff Identify problem Determine who to report incident to</p>	<p><u>CUES</u></p> <p>Fighting Yelling Loitering Overall severity of situation Time--how "immediate" is help needed</p>	<p><u>ERRORS</u></p> <p>Ignoring a problem Overreacting</p>



SCIENCE	MATH – NUMBER SYSTEMS
<p>Behavioral Science Accuracy, authority, coping, curiosity, decision making, safety needs, motivation, observation</p>	<p>Use of numbers (without calculation) Counting Recording numbers</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Listening Viewing Speaking</p>	<p><u>EXAMPLES</u></p> <p>Interaction among students or student/teacher Identification Disciplining student</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Auditory, noise discrimination Memory, describing, logic Terminology, clarity, usage</p>

**(TASK STATEMENT) MAKE OUT HALL PASSES, EXCUSES, PERMITS, ETC!**

<b>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</b>	<b>PERFORMANCE KNOWLEDGE</b>	<b>SAFETY – HAZARD</b>
<p>Hall passes Late excuses Admit to class</p>	<p>Obtain information from student Obtain correct form Analyze information Fill in data Send student to destination</p>	
<p><b><u>DECISIONS</u></b></p> <p>Determine the validity of reason Determine the urgency of request</p>	<p><b><u>CUES</u></b></p> <p>Reasons for request Approach for handling request</p>	<p><b><u>ERRORS</u></b></p> <p>Giving valid hall pass, excuse, or permit for an invalid reason</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral Science</p> <p>Professionalism - trust, confidentiality, cooperation, personal &amp; situational variables, adaptability</p> <p>General terminology - accuracy, responsibility, face to face contact, competency</p>	<p>Use of numbers (without calculation)</p> <p>Counting</p> <p>Recording</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Speaking</p> <p>Listening</p> <p>Writing</p>	<p><u>EXAMPLES</u></p> <p>Obtaining information from student</p> <p>Student's inquiry for a pass</p> <p>Fill out pass</p>
	<p><u>SKILLS/CONCEPTS</u></p> <p>Terminology, clarity, usage</p> <p>Auditory discrimination, discriminate facts</p> <p>Penmanship, spelling</p>

**Duty D Assisting the Guidance Counselor**

- 1 Perform receptionist functions (to parents, students, and visitors)**
- 2 Ascertain data from cumulative records**

(TASK STATEMENT) PERFORM RECEPTIONIST FUNCTIONS (TO PARENTS, STUDENTS AND VISITORS)

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Office desk Office chair Note pad Telephone message blanks Pen or pencil Telephone with intercom buttons</p>	<p>Sit at desk near doorway Greet visitors Set up appointments with students Locate guidance counselor, nurse, or other school administrator when out of office Locate students for guidance counselors, nurse, or other school administrator Assist in administering tests Answer telephone Route call to proper person Record message and distribute</p>	
<p><u>DECISIONS</u></p> <p>Determine when to schedule visitors Determine who should see visitors</p>	<p><u>CUES</u></p> <p>Purpose of call or visit School policy for receiving visitors Daily schedule of school officials Allocation of time</p>	<p><u>ERRORS</u></p> <p>Frustrated visitors Confusion or inconvenience of staff Lack of thorough communication</p>

SCIENCE		MATH - NUMBER SYSTEMS	
Behavioral Science Professionalism - cooperation, integrity, alertness	Use of numbers (without calculation) Counting Recording Ordering		
COMMUNICATIONS			
<u>PERFORMANCE MODES</u>  Speaking  Listening	<u>EXAMPLES</u>  Asking about visitors Directing visitors Interaction with visitors & staff	<u>SKILLS/CONCEPTS</u>  Enunciation, clarity of expression, usage Auditory discrimination, terminology, discriminate facts	

(TASK STATEMENT) ASCERTAIN DATA FROM CUMULATIVE RECORDS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Pen or pencil Paper Cumulative records</p>	<p>Pull files needed Check contents of file Read from handwritten copy Write data needed Replace files</p>	
<p><u>DECISIONS</u></p> <p>Determine what is to be copied from records</p>	<p><u>CUES</u></p> <p>Reson information is needed Illegibility</p>	<p><u>ERRORS</u></p> <p>Incomplete copying Inaccurate copying Lost permanent or inserts</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral Science Professionalism - trust, confidentiality, cooperation, integrity, adaptability General terminology - accuracy, competency, responsibility</p>	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Speaking Reading Writing Listening</p>	<p><u>EXAMPLES</u></p> <p>Asking what is needed Data on cumulative record Recording data needed What data needed</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Terminology, clarity of expression, logic, usage Comprehension, progress reports, terminology Penmanship, description Auditory discrimination</p>



**Duty E Assisting the Attendance Officer**

- 1 Prepare absence lists**
- 2 Process attendance records**
- 3 Assemble and report absence problems to appropriate staff members**

(TASK STATEMENT) PREPARE ABSENCE LISTS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Typewriter Ditto master or stencil Correction fluid or razor blade Daily absence lists prepared by classroom teacher</p>	<p>Sort absence lists in an order Gather &amp; organize materials for typing Set up typewriter: Read from handwritten copy Type a composite absence list on a stencil or ditto master Proofread, make corrections before re-moving stencil or ditto master from typewriter Remove from typewriter Prepare duplicating machine for running Check fluid Check paper supply Put master on machine Run desired number of copies Remove master Restore machine to original order Distribute one copy of absence list to each teacher or staff member Retain some copies for files</p>	<p>Safety Turn machines off when not in use, keep hands away from moving parts of reproducing machine Avoid spillage of liquids  Hazard Cuts, electrical shock, stains, fingers of hands caught in reproduction machine</p>
<p><u>DECISIONS</u>  Determine amount of copies needed Determine method of reproduction Determine size of master</p>	<p><u>CUES</u>  Number of staff members needing copies Number of absences for a particular day Previous school policy on preparation of attendance lists</p>	<p><u>ERRORS</u>  Not making enough copies Unreliable attendance records Incorrect order of names Omission of names</p>

SCIENCE	MATH -- NUMBER SYSTEMS
Behavioral Science General terminology - accurate, attention, independence, motor skills	Use of numbers (without calculation) Counting Ordering Coding Recording
PERFORMANCE MODES	COMMUNICATIONS
Reading Viewing	<div> <div> <u>EXAMPLES</u>            Teacher's handwriting            Proofreading            Distribution of sheets         </div> <div> <u>SKILLS/CONCEPTS</u>            Comprehension, speed/rate            Informational report            Visual analysis         </div> </div>

(TASK STATEMENT) PROCESS ATTENDANCE RECORDS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Pencil or pen Excuse slips Tardy slips Parental absence or early excuse notes</p>	<p>Obtain parental note from student Analyze note Fill out correct form - absence or excuse Issue form to student File duplicate and parental note</p>	
<p><u>DECISIONS</u></p> <p>Determine whether the parental note is valid Determine what kind of form</p>	<p><u>CUES</u></p> <p>Handwriting not same as on previous notes Record of previous absences</p>	<p><u>ERRORS</u></p> <p>Issuing wrong form Incorrectly filling out form Accepting a falsified parental note</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral Science</p> <p>Professionalism - foster trust, confidentiality, cooperation, conflict behavior</p> <p>Function efficiently when encountering fast changing variables</p> <p>Exhibit adaptability, self-control</p> <p>General terminology - independence</p>	<p>Use of numbers (without calculation)</p> <p>Indexing</p> <p>Recording</p> <p>Coding</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Listening</p>	<p><u>EXAMPLES</u></p> <p>Address the student</p> <p>Telephone parents</p> <p>Parental notes</p> <p>Absence or excuse slips</p> <p>To student's answer</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Terminology, diction, emptying, clarity, logic, usage</p> <p>Comprehension, speed/rate, detail/inference</p> <p>Penmanship, spelling</p> <p>Auditory discrimination</p>

(TASK STATEMENT) ASSEMBLE AND REPORT ABSENCE PROBLEMS TO APPROPRIATE STAFF MEMBERS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Student's absence records Pencil or pen Note pad</p>	<p>Constantly monitor attendance records for attendance problems - chronic illnesses, lateness, family problems Report - verbal or written problem to classroom teacher or administrators</p>	
<p><u>DECISIONS</u></p> <p>Decide if there really is a problem Determine when to report a problem Determine who should be informed</p>	<p><u>CUES</u></p> <p>Student's history of absences Falsified parental excuses Length of absence Student's physical condition Behavioral patterns of student's brothers or sisters in comparison</p>	<p><u>ERRORS</u></p> <p>Ignoring obvious absence problem Waiting too long to report Overreaction/student antagonization Incomplete, inaccurate attendance records</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral Science Mental alertness Organization Consistency Perception Retention</p>	<p>Use of numbers (without calculation) Counting Coding</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Speaking Writing Viewing</p>	<p><u>EXAMPLES</u></p> <p>To individual staff members Notes to staff members Checking attendance record</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Terminology, diction, enunciation, clarity, logic, usage Penmanship, spelling, usage Visual analysis.</p>

**Duty F Assisting the Media Specialist**

- 1 Set up and operate projection screen (portable tripod or wall mount)
- 2 Set up and operate projector, sound or silent, motion picture
- 3 Set up and operate tape recorder-player (reel-to-reel, cassette or cartridge)
- 4 Set up and operate projector, silent, still (such as opaque, overhead, slide, filmstrip, micro.)
- 5 Set up and operate filmstrip viewer and cassette player
- 6 Set up and operate video tape player and monitor
- 7 Maintain a shelf card list
- 8 Assign numbers to new books
- 9 Prepare overdue notices



(TASK STATEMENT) SET UP AND OPERATE PROJECTION SCREEN (PORTABLE TRIPOD OR WALL MOUNT)

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Projection screen</p>	<p>Set up tripod Unroll screen from case Attach or secure screen in position</p>	<p>Safety Always fully open tripod legs Locate tripod away from traffic Return screen to case when finished</p> <p>Hazard Fully opened tripod screen is top heavy and can be upset easily causing damage to screen and/or injury to persons Unprotected screen will deteriorate and can be easily torn</p>
<p><u>DECISIONS</u> Select screen height</p>	<p><u>CUES</u> Image not visible to all viewers Image distorted</p>	<p><u>ERRORS</u> Screen too low Screen not perpendicular to projection axis</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Keystone effect Behavioral Science Trust, adaptability, motor skills, competency, manipulation</p>	<p>Estimation - rule of thumb</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u> Viewing</p>	<p><u>EXAMPLES</u> Correct distance Do not open screen before setting up legs</p>
<p><u>SKILLS/CONCEPTS</u> Visual analysis, logic</p>	

## TASK STATEMENT) SET UP AND OPERATE PROJECTOR, SOUND OR SILENT, MOTION PICTURE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Projector Projector stand Extension cord Projection screen Material for projection Electrical outlet Take-up reel	Position stand with projector for operation Set-up projection screen Connect power and extension cord Inspect lamp Inspect cooling blower Insert materials into projector Frame, focus, and center image on screen Thread film Connect speaker(s) Adjust volume and tone controls	Always use 3 conductor grounding power & extension cords Always allow cooling blower to operate one minute after lamp is turned off Never operate projector with inoperative cooling blower Never use power cords with grounding connector broken off Never use a take-up reel smaller than required to hold all film HAZARD- Electrical shock, burned fingers from hot lamp, scorching of projection material, rupture/explosion of projection lamp, cracking of mirrors or lens, film damage
DECISIONS  Select proper projector to screen distance Secure adequate room darkness Select proper size take-up reel Select proper projector speed	CUES  No light or image on screen Cooling blower inoperative Screen image out of focus Screen image improper size for screen Image inverted or reversed No sound or poor sound Image flutters on screen	ERRORS  No electrical power Projection lamp burned out Projection material improperly inserted Amplifier not turned on or 'up' Improper threading Burned out exciter lamp or photo-electric cell Projector set for silent speed when showing sound film

SCIENCE	MATH -- NUMBER SYSTEMS
<p>Inverse square relationship between distance or projector from screen, image size and brightness</p> <p>Keystone effect - distortion of image as a result of placement of screen and projector</p> <p>Behavioral Science</p> <p>Professionalism - trust, adaptability, motor skills, competency, manipulation</p>	<p>Measurement (non-geometric)</p> <p>Time</p> <p>Use of numbers (without calculation)</p> <p>Visual approximation of measurement</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<p>Reading</p> <p>Listening</p> <p>Viewing</p> <p>Smelling</p> <p>Touching</p>	<p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension, terminology, instructions</p> <p>Auditory discrimination</p> <p>Visual analysis, visual clarity</p> <p>Recognition of symbols, codes, etc.</p> <p>Discrimination</p> <p>Discrimination</p>

(TASK STATEMENT) SET UP AND OPERATE TAPE RECORDER-PLAYER (REEL-TO-REEL, CASSETTE OR CARTRIDGE)

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Tape recorder player Magnetic tape Take-up reel (for reel-to-reel only) Microphone Power source</p>	<p>To record: Secure power Thread or insert cassette Attach microphone Adjust volume To play: See above Adjust tone for best reproduction</p>	<p>Safety Do not operate at excessive volume levels  Hazard Overdriving speakers causes damage to cone</p>
<p><u>DECISIONS</u></p> <p>Select transport speed (reel-to-reel only) Establish optimum microphone to source distance Determine that audio output of amplifiers is sufficient for size of audience</p>	<p><u>CUES</u></p> <p>Will not record Objectional background noise Wow or flutter during playback Some members of audience cannot hear recording</p>	<p><u>ERRORS</u></p> <p>Improper threading Use of pre-recorded cassette for new recording Microphone too far from desired source Improper threading or recording Player of insufficient volume for all to hear</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral Science Professionalism - trust, adaptability, cooperation, motor skills, competency, manipulation</p>	<p>Use of numbers (without calculation) Visual approximation of measurement Measurement (non-geometric) Time</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Speaking Reading Listening Viewing Touching</p>	<p><u>EXAMPLES</u></p> <p>Testing recorder Machine's directions Testing recorder output Putting tape on correctly Key operation-correct pressure</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Enunciation Comprehension, terminology, instructions Auditory discrimination Visual analysis, recognition of symbols, cues, etc. Discrimination</p>

(TASK STATEMENT) SET UP AND OPERATE PROJECTOR, SILENT, STILL (SUCH AS OPAQUE, OVERHEAD, SLIDE, FILMSTRIP, MICRO.)

**TOOLS, EQUIPMENT, MATERIALS,  
OBJECTS ACTED UPON**

Projector  
Projector stand  
Extension cord  
Projection screen  
Material for projection  
Electrical outlet

**PERFORMANCE KNOWLEDGE**

Position stand with projector for operation  
Set up projection screen  
Connect power and extension cord  
Inspect lamp  
Inspect cooling blower  
Insert materials into projector  
Frame, focus & center image on screen

**SAFETY -- HAZARD**

**Safety**  
Always use 3 conductor grounding power and extension cords  
Always allow cooling blower to operate one minute after lamp is turned off  
Never operate projector with inoperative cooling blower  
Never use power cords with grounding connector broken off  
**Hazard**  
Electrical shock, burned fingers from hot lamp, scorching of projection material, rupture/explosion of projection lamp, cracking of mirrors or lens

**DECISIONS**

Select proper projector to screen distance  
Secure adequate room darkening

**CUES**

No light or image on screen  
Cooling blower inoperative  
Screen image out of focus  
Screen image improper size for screen  
Image inverted or reversed

**ERRORS**

No electrical power  
Projection lamp burned out  
Projection material improperly inserted

SCIENCE	MATH - NUMBER SYSTEMS
<p>Inverse square relationship between distance of projector from screen, image size and brightness</p> <p>Keystone effect - distortion of image as a result of placement of screen and projector</p> <p>Behavioral Science</p> <p>Professional - cooperation, adaptability</p> <p>Motor skills, competency, manipulation</p>	<p>Estimation - rule of thumb</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Reading</p> <p>Viewing</p> <p>Touching</p>	<p><u>EXAMPLES</u></p> <p>Referring to written machine instructions</p> <p>Inspection of set up focusing</p> <p>Machine overheating</p>
	<p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension, description of mechanism, terminology</p> <p>Visual analysis, color discrimination</p> <p>Discrimination</p>



(TASK STATEMENT) SET UP AND OPERATE FILMSTRIP VIEWER AND CASSETTE PLAYER

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Viewer player Filmstrip Audio cassette Power cord Electrical outlet Headset(s)</p>	<p>Thread filmstrip Insert cassette Secure power Synchronize picture &amp; sound Focus and frame picture Inspect operation of cooling blower</p>	<p>Safety Always use 3 conductor grounding power &amp; extension cords Never operate viewer with inoperative cooling blower  Hazard Electrical shock Scorched film</p>
<p><u>DECISIONS</u>  Use headset for single viewer</p>	<p><u>CUES</u>  Audio does not support pictures No picture No sound Filmstrip will not advance auto- matically</p>	<p><u>ERRORS</u>  Improper filmstrip or audio cassette Lamp burned out or no power Blank cassette - recording erased Headset inoperative Recording does not have recorded automatic advance pulse</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral Science</p> <p>General Terminology - aptitude, accuracy, competency, independence, responsibility</p> <p>Motor skills, competency, manipulation</p>	<p>Estimation - rule of thumb</p>
PERFORMANCE MODES	COMMUNICATIONS
<p>Reading</p> <p>Viewing</p> <p>Smelling</p>	<p><u>EXAMPLES</u></p> <p>Machine directions</p> <p>Putting tape on correctly</p> <p>Evaluating picture quality</p> <p>Machine coded instructions</p> <p>Overheating</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension, terminology, instructions</p> <p>Visual analysis</p> <p>Visual clarity</p> <p>Recognition of symbols, codes, etc.</p> <p>Discrimination</p>

(TASK STATEMENT) SET UP AND OPERATE VIDEO TAPE PLAYER AND MONITOR

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Video tape player Video monitor Power &amp; extension cords Connecting video cable Stand for monitor and deck Electrical outlet Pre-recorded magnetic tape Take-up reel (not needed for cassette)</p>	<p>Position stand with monitor for viewing Secure power &amp; turn on Thread tape or place cartridge in player Attach connecting cables Set monitor for VTR mode &amp; channel</p>	<p>Safety Always use 3 conductor grounding power &amp; extension cords Never short-cut proper threading or function sequence</p> <p>Hazard Electrical shock Improper threading or function selection can cause damage to video tape</p>
<p><u>DECISIONS</u></p> <p>Select out-put channel Select source mode</p>	<p><u>CUES</u></p> <p>No sound or no picture Sound but no picture Picture rolls</p>	<p><u>ERRORS</u></p> <p>Improper cable connections Improper channel or function selection Dirty head Monitor out of adjustment No recording on tape</p>

ASK STATEMENT) SET UP AND OPERATE VIDEO TAPE PLAYER AND MONITOR

SCIENCE	MATH - NUMBER SYSTEMS
<p>Keystone effect Behavioral Science General Terminology - accuracy, aptitude, competency, independence, responsibility Motor skills, competency, manipulation</p>	<p>Use of numbers (without calculation) Counting Visual approximation of measurement</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<p>Speaking Reading Listening  Viewing Touching</p>	<p>Testing recorder Machines directions Testing audio portion of recorder out-put Inspection of entire setup Putting tape on correctly</p>
<u>SKILLS/CONCEPTS</u>	
<p>Enunciation Comprehension, terminology, instruction Auditory discrimination  Visual analysis Finger dexterity</p>	

(TASK STATEMENT) MAINTAIN A SHELF CARD LIST

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>File cards Typewriter Eraser Master catalog</p>	<p>Obtain call number for new book from master catalog Obtain author &amp; title's name Obtain accession number Type new call number, author &amp; title, &amp; accession number on card File card according to call number</p>	
<p><u>DECISIONS</u>  Determine how to file card</p>	<p><u>CUES</u>  Type of filing system being used</p>	<p><u>ERRORS</u>  File shelf list card wrong Unaccountable book</p>



SCIENCE		MATH - NUMBER SYSTEMS	
Behavioral Sciences General Terminology - accuracy, attention, organization, independence	Use of numbers (without calculation) Coding Indexing Recording		
COMMUNICATIONS			
<u>PERFORMANCE MODES</u>  Reading Viewing	<u>EXAMPLES</u>  Getting call number Checking completeness of work Getting & recording call number Call number	<u>SKILLS/CONCEPTS</u>  Speed/rate Visual analysis Memory Recognition of symbols, codes	

(TASK STATEMENT) ASSIGN NUMBERS TO NEW BOOKS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Master catalog Drawing pen &amp; ink New books</p>	<p>Check master catalog for call number Record number in pencil in front of book Draw call number on spine of book with ink</p>	
<p><u>DECISIONS</u></p> <p>Determine color of ink to contrast with color of book Determine lettering - placement, size</p>	<p><u>CUES</u></p> <p>Color of book covers Consistency in the way numbers and letters are drawn Publisher's lettering on book cover</p>	<p><u>ERRORS</u></p> <p>Wrong number-difficulty in finding book</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral Sciences General Terminology - accuracy, attention, control, manipulation, motor skills, independence</p>	<p>Use of numbers (without calculation) Numerical coding Recording</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Reading Writing Viewing</p>	<p><u>EXAMPLES</u></p> <p>Numbers from master catalog Placing call numbers on books Figuring out where to put call number Determining color of ink Comprehension of parts of call number</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension, detail/inference Penmanship, classification Describing, color discrimination, recognition of symbols, codes, emblems</p>



(TASK STATEMENT) PREPARE OVERDUE NOTICES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Pencil or pen Overdue notice form Checkout cards</p>	<p>Obtain overdue checkout cards from files Fill out following-student's name, book title, date due on overdue notice form &amp; any special notations Keep record of overdue notices sent out Send original to student or to student's classroom teacher</p>	
<p><u>DECISIONS</u></p> <p>Determine when to follow up notice Determine how to get notice to student</p>	<p><u>CUES</u></p> <p>Length of time book is overdue Demand for book from others Established school policy on sending out overdue notices Librarian's directions</p>	<p><u>ERRORS</u></p> <p>Books not being returned Student not receiving notices</p>

ON STATEMENT? FILLING OUT OVERDUE NOTICE		MATH — NUMBER SYSTEMS	
SCIENCE		Use of numbers (without calculation) Recording Coding	
Behavioral Sciences General terminology - accuracy, attention, independence, organization			
COMMUNICATIONS			
PERFORMANCE MODES Writing		EXAMPLES Filling out overdue notice	
		SKILLS/CONCEPTS Penmanship, spelling, classification	

**Duty G   Assisting the School Nurse**

- 1   Maintain a daily log for school nurse
- 2   Notify responsible school staff member or serious illness or injury in nurse's absence
- 3   Administer minor first aid to students - such as cleaning minor injuries
- 4   Monitor use of first aid room
- 5   Maintain health records
- 6   Order and maintain first-aid supplies

(TASK STATEMENT) MAINTAIN A DAILY LOG FOR SCHOOL NURSE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Daily log form Pencil or pen Clipboard</p>	<p>Record student data on log such as name, time of visit, reason &amp; destination of student Make an entry into log for each student visiting the nurse regard- less of the seriousness of the ill- ness or injury</p>	
<p><u>DECISIONS</u></p> <p>Determine if student needs to be referred to a nurse Determine the frequency of student visits</p>	<p><u>CUES</u></p> <p>Repetitive visits Loss of class time</p>	<p><u>ERRORS</u></p> <p>Recording insufficient information Recording inaccurate information Unreliable records Inability to follow up on illness or injury Inability to confirm a visit Irate staff Irate parents</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral Science Professionalism - trust, confidentiality, integrity, conflict behavior adaptability Conscience awareness of the need for a balance (both physical and mental between tension and relaxation)</p>	<p>Use of numbers (without calculation) Counting Recording</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u>  Speaking Writing Listening</p>	<p><u>EXAMPLES</u>  Obtaining information from student Filling log out Obtaining information from student</p>
	<p><u>SKILLS/CONCEPTS</u>  Terminology, enunciation, clarity of expression, usage Penmanship, description, informational report, terminology, usage Discrimination facts from non-facts</p>

(TASK STATEMENT) NOTIFY RESPONSIBLE SCHOOL STAFF MEMBER OR SERIOUS ILLNESS OR INJURY IN NURSE'S ABSENCE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Telephone with intercom Pencil Note pad Intercom</p>	<p>Call main office/send student with message/personally relay message.</p>	<p>Rule of thumb In 'borderline' situations, always notify</p>
<p><u>DECISIONS</u></p> <p>Determine what is serious Determine who to notify</p>	<p><u>CUES</u></p> <p>Student's condition Time factor</p>	<p><u>ERRORS</u></p> <p>Not to inform school administration Not to take the incident seriously</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral Science</p> <p>Professionalism - trust, cooperation, integrity, confidentiality, fast changing variables, adaptability</p> <p>Conscience awareness of the need for a balance (both physical and mental between tension and relaxation)</p>	<p>Use of numbers (without calculation)</p> <p>Coding - numerical</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<p>Speaking</p> <p>Writing</p>	<p><u>SKILLS/CONCEPTS</u></p> <p>Usage, terminology, enunciation, appropriate diction, clarity of expression, poise</p> <p>Penmanship, description, clarity of expression, usage</p>

(TASK STATEMENT) ADMINISTER MINOR FIRST AID TO STUDENTS - SUCH AS CLEANING MINOR INJURIES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Standard first aid supplies Restroom facilities</p>	<p>Make the student comfortable Examine the injury Select first aid supplies Wash injured area Apply ointments etc. Apply bandage if necessary</p>	
<p><u>DECISIONS</u></p> <p>Determine what first aid should be applied Determine if area should be left open or covered</p>	<p><u>CUES</u></p> <p>Bleeding Skin color Amount of discomfort shown by student</p>	<p><u>ERRORS</u></p> <p>Loss time Inadequacy of supplies Infection</p>



SCIENCE	MATH - NUMBER SYSTEMS
<p>Cleaning wound, preventing secondary infection, reducing edema</p> <p>Behavioral Science</p> <p>Professionalism - trust, confidentiality, cooperation, integrity, changing personal and situational variables, adaptability</p> <p>Conscience awareness of the need for a balance (both physical and mental between tension and relaxation)</p>	<p>Use of numbers (without calculation)</p> <p>Counting numbers</p> <p>Recording</p> <p>Ratio</p> <p>Instrument</p> <p>Thermometer</p> <p>Measure temperature</p>
COMMUNICATIONS	
PERFORMANCE MODES	EXAMPLES
<p>Touching</p> <p>Viewing</p> <p>Speaking</p> <p>Listening</p>	<p>Examining the wounded area</p> <p>Examining the student's condition</p> <p>Calming the student</p> <p>Asking student how injury came about</p>
SKILLS/CONCEPTS	
<p>Discrimination</p> <p>Color discrimination, visual analysis</p> <p>Terminology, clarity of expression, persuasion, gestures, logic</p> <p>Discrimination, concentration, logic</p>	

(TASK STATEMENT) MONITOR USE OF FIRST AID ROOM

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>First aid room Cot Desk and chair</p>	<p>Screen students wanting to use first aid room Permit student with legitimate reason for using cot to do so Control entry of other students to allow sick student a degree of privacy</p>	<p>Rule of thumb Never leave first aid room unattended Keep ill student until he feels better, someone takes him home, or he receives professional attention</p>
<p><u>DECISIONS</u> Distinguish between ill student with legitimate reason for using facilities &amp; one who is cutting class</p>	<p><u>CUES</u> Student's skin color, temperature Student vomiting Student fainting</p>	<p><u>ERRORS</u> Student using first aid room as place to hide until classes are over Legitimately ill student turned away unattended</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Medical - make sure student is comfortable</p> <p>Behavioral Science</p> <p>Professionalism - trust, confidentiality, integrity, adaptability</p> <p>Conscience awareness of the need for a balance (both physical and mental between tension and relaxation)</p>	<p>Instrument</p> <p>Thermometer</p> <p>Measure temperature</p> <p>Use of numbers (without calculation)</p> <p>Counting numbers</p> <p>Recording</p>
PERFORMANCE MODES	COMMUNICATIONS
<p>Speaking</p> <p>Listening</p> <p>Viewing</p> <p>Touching</p>	<p><u>EXAMPLES</u></p> <p>Asking student what is wrong</p> <p>Obtaining student response on symptoms</p> <p>Student's physical signs</p> <p>Assisting student to cot</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Terminology, enunciation, clarity of expression, logic, usage</p> <p>Discriminate facts from nonfacts, auditory discrimination, concentration, logic</p> <p>Visual analysis, memory, color discrimination</p> <p>Discrimination</p>

(TASK STATEMENT) MAINTAIN HEALTH RECORDS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Pen or pencil Blank health cards Master copy of student information Typewriter Typing eraser</p>	<p>Obtain blank health cards Obtain master copy of student information Type or handwrite 'heading' information on health cards (name, grade, age, home address, etc.) Proofread what has been typed or written</p>	
<p><u>DECISIONS</u></p> <p>Determine accuracy of information Determine completeness of information Determine duplication of information Determine if information is up-to-date</p>	<p><u>CUES</u></p> <p>Changes entered on master copy All blanks filled in</p>	<p><u>ERRORS</u></p> <p>Failure to proofread Loss of school records Lack of neatness</p>

SCIENCE	MATH — NUMBER SYSTEMS
<p>Behavioral Science</p> <p>Professionalism - trust, confidentiality, cooperation, integrity, changing personal and situational variables adaptability</p> <p>Conscience awareness of the need for a balance (both physical and mental between tension and relaxation)</p>	<p>Use of numbers (without calculation)</p> <p>Counting</p> <p>Coding</p> <p>Ordering</p> <p>Recording</p>
PERFORMANCE MODES	COMMUNICATIONS
<p><u>PERFORMANCE MODES</u></p> <p>Listening</p> <p>Reading</p> <p>Writing</p>	<p><u>EXAMPLES</u></p> <p>Receiving supervisor's instructions</p> <p>Analyzing forms to be filled in</p> <p>Filling in forms</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Auditory discrimination, concentration logic</p> <p>Comprehension, informational reports</p> <p>Penmanship</p>

(TASK STATEMENT) ORDER AND MAINTAIN FIRST-AID SUPPLIES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Pencil School requisition forms School warehouse supplies catalog</p>	<p>Obtain a count of supplies on hand Make list of items needed &amp; numbers of each Analyze directions for filling out requisitions sheet Obtain code numbers from school requisitions manual Fill out requisitions sheet Send requisition to supervisor for approval Making monthly inventories of the supplies</p>	<p>Hazard Improper storage of supplies</p>
<p><u>DECISIONS</u>  Determine low supply Determine quantity to order</p>	<p><u>CUES</u>  Time factor Vitalness of supplies</p>	<p><u>ERRORS</u>  Ignoring low supply Failure to fill form out accurately Failure to route form to correct person</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Behavioral Science General Terminology - accuracy, aptitude, competency, independence, responsibility</p>	<p>Use of numbers (without calculation) Counting Numerical coding Recording</p>
PERFORMANCE MODES	COMMUNICATIONS
<p>Reading Writing</p>	<p><u>EXAMPLES</u> Ascertaining how form is to be filled out Filling out form</p> <p><u>SKILLS/CONCEPTS</u> Comprehension, process report - instructions Penmanship, progress report, classification</p>

TOOLS, EQUIPMENT MATERIALS OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Knife Floral shears Scissors Stapler Water bulb Pictures Tape Netting Wires Parafilm Ribbons Floral paints Corsage pin Dried materials Decorative novelties Bouquet holder Line Mass Filler Form Decorative material	<p>Gather items used to design bouquet            Choose design            Add trailing if cascade            Tag for boxing</p> <p><b>DECISIONS</b></p> <p>Choose a knife design            Select a container            Select flower and foliages            Decide on size and quality as to price</p> <p><b>CUES</b></p> <p>Application of design principles            Consideration of customer instructions            Availability of each item</p> <p><b>ERRORS</b></p> <p>Poor design            Not pleasing to customer            Not worth the price in size and/or quality</p>	<p>"K" and "L" (See Appendix)</p>
<b>SCIENCE</b>	<b>MATH - NUMBER SYSTEMS</b>	<b>COMMUNICATIONS</b>
Design, balance, scale, harmony, focal point, accent rhythm, repetition, and unit Line, form, pattern, texture, color, odor, and space Weddings and gala affairs, sex, age, religion, social group, and organization	Basic arithmetic skills in relation to: arriving at retail price price of a bunch or box Measures of length [Inches in height, length - feet to follow specifications] Measures of time and speed (Examples: time - seconds, minutes, etc.; speed - feet per minute, P.M., etc.) [Time allotted for arrangement - minutes] Measures of weight [Cut foliages - fertilizer] Measures of temperature [Regulating refrigerator and working conditions] Liquid and dry measures [Fertilizer and bloom additives] Ratio and proportion [Water to container - design to container] Read and interpret charts, tables and/or graphs [Tables to determine unit or multiple price] Given a coding system, recognize and identify each unit involved by assigning necessary symbols, numerical or literal [Sample pictures for wire orders - coded]	Reading comprehension with sensitivity to customer's needs Refer to sales pictures Talk with salesperson about original order